

Mrs. Farmer was born March 7, 1935, in Wilson, North Carolina to James and Katie Sewell. Mrs. Farmer attended public schools in Wilson and graduated from Darden High School. She received a Bachelor of Science degree from Livingston College, in Salisbury, North Carolina and was inducted into the esteemed National Science Honor Society while there. Following her education, Mrs. Farmer began her career in education.

Mrs. Farmer was an educator for 36 years and remains an active member of her community. For her contributions to others in support of her community, she was awarded the Phenomenal Woman Award for Outstanding Community Service from the Alumni Chapter at Bennett College. Mrs. Farmer serves as co-chair of the North Carolina Breast and Cervical Cancer Coalition and is a board member of the Arts Council of Wilson.

Mrs. Farmer is a Golden Member and Life Member of Alpha Kappa Alpha Sorority Inc., and has served as Grammateus, Tamiochos, and Basileus, and has also chaired a number of committees. She was first initiated into the Alpha Xi chapter while attending Livingston College and joined the Gamma Beta Omega chapter in 1957. Mrs. Farmer is married to James Edward Farmer, and they are the proud parents of two adult children, James Edward Farmer, III and Allegro Farmer.

Mr. Speaker, Mrs. Farmer has consistently served her community while remaining a dedicated educator. I ask my colleagues to join me in congratulating Mrs. Marian Sewell Farmer on her work and on the high honor of being recognized by the Gamma Beta Omega chapter of Alpha Kappa Alpha Sorority, Inc.

TRIBUTE TO VALLEY HIGH
SCHOOL NATIONAL SCIENCE
BOWL TEAM

HON. DAVID YOUNG

OF IOWA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 10, 2015

Mr. YOUNG of Iowa. Mr. Speaker, I rise today to recognize and congratulate Charlie Napier, Sunita Kolareth, Gabriel Mintzer, Ryan Thompson, Arun Velamuri, and Coach Nathan Speichinger of Valley High School of West Des Moines, Iowa for winning their regional competition for the 2015 National Science Bowl (NSB).

This program is one of the largest science competitions in the nation and a prestigious academic competition that challenges America's students to excel in mathematics and science and to pursue careers in these fields. The NSB brings together thousands of middle and high school students from across the country to compete in solving technical problems and answering questions on a range of science disciplines including biology, chemistry, earth and space science, physics, and math.

Approximately 240,000 students have participated in the National Science Bowl since it was established in 1991. More than 14,000 students compete in the NSB each year. The Valley High School team won their qualifying regional competition this past weekend, and will be advancing to the National Finals in April.

Mr. Speaker, the example set by these students demonstrates the rewards of hard work,

dedication, and perseverance. I am honored to represent these students and their families in the United States Congress. I know all of my colleagues in the House join me in congratulating them on competing in this rigorous competition and wishing continued success in their education and careers.

TO AMEND THE ELEMENTARY AND
SECONDARY EDUCATION ACT OF
1965 TO ADJUST FUNDING LEV-
ELS FOR CERTAIN OUTLYING
AREAS

**HON. GREGORIO KILILI CAMACHO
SABLAN**

OF THE NORTHERN MARIANA ISLANDS
IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 10, 2015

Mr. SABLAN. Mr. Speaker, as we ready to reauthorize the Elementary and Secondary Education Act in the 114th Congress, I am introducing legislation, which I want to see incorporated into a reauthorization and which will help fulfill one of the original goals of the Act, namely to ensure that American children have access to a high-quality education—no matter the economic circumstances of the geographic area where they live. Title 1 of the ESEA was designed to address the “impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs . . .” Pub. L. No. 89–10, §201. But this intent—to close the educational opportunity gaps that exist from community to community in America—has not yet been realized in my district, the Northern Mariana Islands, where incomes are less than half the national median and our local educational agency still struggles to meet the needs of students.

Expenditures for public elementary and secondary education nationally were \$10,667 per pupil in fiscal 2012, the most recent year for which this data is available. In the Northern Marianas public elementary and secondary education spending per pupil was just \$6,246. National Center for Education Statistics, U.S. Department of Education. In part, this gap is a function of the local contribution; but the point of Title I was to use federal resources to balance educational funding nationwide by helping places where there is limited fiscal capacity. And my constituents are not unwilling to invest in education: In November they adopted an initiative amending our Commonwealth Constitution to require that 25 percent of each year's local revenues go to our schools, an increase of the existing 15 percent requirement. But, because personal incomes are low, these local government revenues are limited.

The local contribution in the Northern Marianas is also constrained because we have only one layer of government. Local educational agencies nationwide are generally funded both by a state and by a county or municipal government, a system that shares state resources across wealthy areas and poor. In the Northern Marianas there is only a single, state-level government that has authority to raise revenues and is solely responsible for supporting our school system.

If it operated as intended, the system of allocation established for Title I–A funding should alleviate such variations in local capac-

ity, instead it appears to disadvantage the Northern Marianas. The ESEA gives the Secretary of Education authority to allocate a fixed one percent of Title 1 funds among the Bureau of Indian Education (BIE) schools and four “outlying areas,” of which the Northern Marianas is one. But, according to the Congressional Research Service, the result in fiscal 2014 was an allocation of \$1,987 per qualifying child in Bureau schools, while each qualifying child in Northern Marianas schools was allotted only \$1,073.

In addition to this allocation discrepancy, associated with Secretarial discretion, there is an inherent flaw in the Title 1 set-aside of a fixed percentage of annual funding to assist a population that changes with time. We expect families to seek economic opportunity for themselves or better schooling for their children by moving from one area of our nation to another. I have seen this kind of out-migration from my district. And the annual adjustments in Title I–A allocations among the states respond to this dynamic, but the fixed one percent to BIE and the outlying areas does not. Likewise, the population counts and income data, which the Secretary uses in allocating funds among the outlying areas, are based on the decennial census, not on the more up-to-date information used for Title I–A allocations nationally. As a result, Title I–A allocations among the outlying areas continue fixed—on auto-pilot—for a decade, even if the economy in one of these areas flags, incomes fall, or the number of qualifying children increases. I have also witnessed this effect in my district.

Ironically, I understand, the one percent set-aside may originally have been intended to protect the small, outlying areas from year-to-year swings in funding and to assure our areas of federal assistance sufficient to run meaningful programs and to compensate for the inherent fiscal deficiencies islands we face, as a result of geographic and economic isolation. But the present effect of this set-aside is that Title I–A support for public elementary and secondary education in my district, the Northern Marianas, is, as noted, \$1,073 per student, even less than the national average of \$1,215.

So, today I am introducing legislation that modifies the present Title I–A funding system for the outlying areas. My bill ends the special set-aside system, removes Secretarial discretion, and employs the same funding formula that applies to every other part of our nation, although at a much reduced rate in recognition of our relatively smaller populations. And I ask my colleagues for their support.

TRIBUTE TO CARL COCHRAN

HON. DAVID YOUNG

OF IOWA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, February 10, 2015

Mr. YOUNG of Iowa. Mr. Speaker, I rise today to recognize and congratulate Carl Cochran of Minden, Iowa for being inducted into the Tri-Center High School Basketball Hall of Fame.

The Basketball Hall of Fame at Tri-Center was established in 1991 to honor players and coaches who have contributed to the success of Tri-Center's outstanding basketball tradition. Over fifty players and coaches have been inducted into the hall of fame.